Brevard Public Schools

CAMBRIDGE ELEM MAGNET SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Every student. Every day. Every minute matters.

Provide the school's vision statement

Preparing tomorrow's leaders today.

Academics (A): We will create a student-centered learning environment through intentional,collaborative planning and high-impact instructional practices. Using the gradual release model,
teachers will provide clear modeling, explicit instruction, and guided practice that leads to successful independent work. We prioritize peer collaboration to deepen learning, along with frequent,meaningful feedback and differentiated support to meet the needs of all students.

Culture (C):We create a culture of success when our classrooms have strong systems and routines and we hold ourselves and our students accountable for being actively and appropriately engaged.

Leadership (L): As instructional Leaders, we are committed to fostering a culture of continuous growth and excellence. We prioritize teacher development through regular observation, actionable feedback,and opportunities for targeted feedback. By using data to set ambitious, measurable goals, we align
our efforts to meet the needs of every learner. We establish consistent systems and routines that empower teachers to thrive and create supportive, high impact classrooms where students can succeed.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the

school leadership team.

Leadership Team Member #1

Employee's Name
Stacey Claridge

claridge.stacey@brevardschools.org

Position Title
ESE Support Specialist

Job Duties and Responsibilities

- ESE team lead and mentor
- Coach ESE teachers
- Facilitate PLCs, professional development
- Member our problem solving team to address ESE and BPIE areas for improvement.
- Monitor ESE achievement data, monitoring ESE scheduling for inclusion.
- Facilitate IEP meetings
- Contact parents regarding IEP questions

Leadership Team Member #2

Employee's Name
Ann Marie Caporelli

caporelli.annmarie@brevardschools.org

Position Title
Asstistant Principal

Job Duties and Responsibilities

Serve as an instructional leader and coach to support staff, serve a chair for the school based threat management team, provide meaningful feedback to students and teachers, monitor student data, meet with individual teachers regarding student data and to provide feedback on the teacher's plan for instructional moves after PM 1 and 2.

- Assist classroom teachers when implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instruction
- Provide leadership and promote team decision-making within the professional learning community of our school.
- On-going analysis of our performance data and current educational research to provide standards based instruction
- Monitor classroom instructional practices through observations, walkthroughs, timely feedback, and conversations to develop highly qualified instructors.

- Discipline data and intervention
- Professional development
- Instructional Coaching
- Subgroup data monitoring
- ESOL data monitoring
- MTSS process monitoring
- Attendance data and intervention
- Curriculum- alignment, implementation, pacing, and supports
- Teacher Mentor Program

Leadership Team Member #3

Employee's Name
Courtney Estes

estes. courtney@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Celebrate Literacy Week
- Coaching team School-based Leadership
- Team member Literacy Support/Coaching Literacy
- Professional Development
- Data Analysis
- Intervention Support
- Grade level planning support
- Literacy Leadership Team member
    - Co-Lead Mentor for new teachers

Leadership Team Member #4

Employee's Name
Gina Tagye

tagye.gina@brevardschools.org

Position Title
Principal

Job Duties and Responsibilities

- Supervise the operation and management of all activities and functions within the school setting.
- Provide leadership and promote team decision making within the professional learning of our school.
- On-going analysis of our performance data and current educational research to provide standards based instruction.
- Monitor classroom instructional practices through observations, walkthroughs, timely feedback, and conversations to develop highly qualified instructors.
- Gather feedback and input from students, staff members, parents, and community members to make decisions that improve instructional delivery, student mastery of standards, and the social well-being of our school community.
  • Create a school culture that values problem-solving, discussion, and transparency to solve underlying barriers that may arise with a student's first mentality.
  • Manage all aspects of our campus through fiscally responsible decisions, campus safety measures, hiring new employees, retaining highly qualified teachers, and ensuring a clean, well-maintained campus.
  • Inclusive Scheduling: Ensure master schedules promote access to general education settings for SWD, including co-teaching and support facilitation models.
  • ESE Progress Monitoring: Oversee regular data reviews and progress monitoring for Exceptional Student Education (ESE) students to ensure academic and behavioral goals are met.
  • Collaboration with ESE Staff: Partner with ESE specialists and support staff to implement inclusive practices and provide professional development to teachers.
  • Compliance and Documentation: Monitor compliance with IDEA, IEP implementation, and documentation requirements.
  • Data-Informed Decision-Making: Use disaggregated data to identify trends and address achievement gaps for SWD.

Leadership Team Member #5

Employee's Name
Christine McBride

mcbride.christine@brevardschools.org

Position Title
District Math Coach that serves and support Cambridge

Job Duties and Responsibilities

Facilitate collaborative planning with grade levels, meet with teachers to analyze student data and discuss instructional moves for upcoming lessons/units.
Participate in classroom walk throughs to provide feedback to teachers.
Meet with adminstration to discuss next steps.

Leadership Team Member #6

Employee's Name
Evelyn Ziccardi

ziccardi.evelyn@brevardschools.org

Position Title
School Counselor

Job Duties and Responsibilities

- Leader of MTSS team
- School based threat management team vice chair
- works with students, teachers, and families to problem solve concerns related to academic, behavioral, or social emotional well being of the child.
- Attendance Lead, working with families to maintain at least 95% attendance.
- Students in Transition contact
- Foster Students contact

Leadership Team Member #7

Employee's Name

Position Title

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #8

Employee's Name
Pam Little

little.pamela@brevardschools.org

Position Title
Elementary Specialist

Job Duties and Responsibilities

Support teachers in collaborative planning, walk throughs, and feedback.

Complete compliance documentation for Title I (T)
Monitor the implementation of the Title I Plan, the Title I staffing plan.
Coordinate Title i Family Engagement Events. (T)
Assist with overseeing student behavior and conduct in order to maintain a safe learning environment.
Support teachers who need to develop systems for effective classroom management.
Assume school building supervisory responsibility in the absence of both the principal and assistant principal.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Cambridge welcomes stakeholder input in the development of the School Improvement Plan. Our faculty, staff, students parents, and community members are given multiple opportunities to provide feedback and input on the needs of our school and the improvement of student achievement. All faculty and staff, families, and community members had the opportunity to provide input on the needs of our school through multiple survey opportunities- including the District stakeholder surveys and the Title I program survey.

The school leadership team collaborated to create a draft School Improvement Plan based on the Ascend and Comprehensive Needs Assessment meetings. This draft was shared with stakeholder groups for input: faculty and staff reviewed during the beginning of year faculty meeting, and families and community members reviewed during the first SAC. All input was reviewed, and revisions made to the SIP by the leadership team.

We had a group of staff members that met during the BPS Ascend Conference that reviewed disaggregated qualitative and quantitative data, used guided discussion to identify research based strategies, interventions and then created SIP action steps.

We then met with our Comprehensive Needs Assessment Team to review prior work begun and seek

additional input. Parents were invited but no one attended. During CNA, stakeholder survey feedback was reviewed and discussed.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The 2026-27 SIP will be monitored for effective implementation and progress toward focus area achievement and attendance goals. Classroom walkthroughs will continue to be used to monitor for fidelity of program implementation as well as best instructional practices. Trends will be shared with all staff and monitored during weekly leadership meetings.

The SIP will be monitored for impact on student achievement through student assessment data review (iReady, Unit assessment, FAST/STAR PM 1, 2, 3). Quarterly, the leadership team will discuss updates to the SIP plan to ensure continuous school improvement. After FAST Pm 1 and 2, teachers will meet individually with admin and coaches to review data and plan for next steps.

After PM 1 and 2, a State of the School report and revisions of the SIP will be shared with staff and SAC for input.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	69	71	64	64	60	55	55	0	0	438
Absent 10% or more school days	19	12	7	15	9	11	9	0	0	82
One or more suspensions	6	4	11	5	5	3	14	0	0	48
Course failure in English Language Arts (ELA)	0	0	0	0	3	2	0	0	0	5
Course failure in Math	0	0	0	1	6	1	0	0	0	8
Level 1 on statewide ELA assessment	17	21	28	23	20	13	13	0	0	135
Level 1 on statewide Math assessment	12	13	28	21	25	12	15	0	0	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	12	18	39	28	17	16	0	0	145
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	7	8	15	12	9	12	0	0	73

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	4	14	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	2	0	1	0	0	3

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	72	56	76	55	56	67			452
Absent 10% or more school days	14	15	12	21	15	10	19			106
One or more suspensions	6	5	6	15	4	5	13			54
Course failure in English Language Arts (ELA)				1	4					5
Course failure in Math				5	2					7
Level 1 on statewide ELA assessment	24	33	26	29	17	14	14			157
Level 1 on statewide Math assessment	25	28	20	35	19	15	15			157
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	17	16	25	49	24	22	27			180
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	12	10	30	16	8	18			108

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	2	14	3		1			24
Students retained two or more times				1	2	1	2			6

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	41	65	62	49	62	59	36	61	57
Grade 3 ELA Achievement	31	63	61	34	58	59	26	59	58
ELA Learning Gains	58	67	63	65	62	60	54	64	60
ELA Lowest 25th Percentile	67	61	58	67	57	56	48	60	57
Math Achievement*	47	66	66	46	63	64	42	62	62
Math Learning Gains	67	68	64	61	67	63	58	68	62
Math Lowest 25th Percentile	59	55	50	56	54	51	59	59	52
Science Achievement	69	66	62	71	62	58	60	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	439
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	57%	48%	45%	52%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	46%	No		
Black/African American Students	43%	No		
Hispanic Students	53%	No		
Multiracial Students	66%	No		
White Students	65%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	41%	31%	58%	67%	47%	67%	59%	69%					
Students With Disabilities	13%	10%	61%	72%	18%	48%	44%	46%					
English Language Learners	27%	17%	54%	53%	36%	62%	55%	63%					
Black/African American Students	32%	20%	56%		40%	65%		46%					
Hispanic Students	36%	23%	57%	59%	46%	66%	59%	74%					
Multiracial Students	75%				56%								
White Students	55%		61%		58%	73%		80%					
Economically Disadvantaged Students	38%	33%	55%	68%	45%	63%	54%	62%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%	34%	65%	67%	46%	61%	56%	71%					63%
Students With Disabilities	9%		48%	62%	15%	48%	58%						62%
English Language Learners	38%	24%	54%	54%	38%	56%	57%	58%					63%
Black/African American Students	39%	33%	70%	92%	36%	53%	40%	62%					
Hispanic Students	49%	26%	60%	58%	46%	60%	58%	68%					63%
Multiracial Students	79%				57%								
White Students	50%	36%	61%		58%	74%		79%					
Economically Disadvantaged Students	52%	37%	68%	69%	47%	61%	54%	73%					68%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	36%	26%	54%	48%	42%	58%	59%	60%					48%
Students With Disabilities	3%		27%	38%	14%	45%	47%	36%					33%
English Language Learners	23%	17%	46%	43%	42%	58%	44%	53%					48%
Black/African American Students	25%	8%	44%	58%	23%	58%	70%	53%					
Hispanic Students	35%	28%	55%	50%	46%	58%	47%	63%					49%
Multiracial Students	59%		53%		47%	53%							
White Students	43%	33%	66%		57%	60%							
Economically Disadvantaged Students	35%	30%	53%	48%	40%	57%	58%	65%					54%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	33%	63%	-30%	60%	-27%
ELA	4	39%	61%	-22%	60%	-21%
ELA	5	44%	62%	-18%	61%	-17%
ELA	6	54%	74%	-20%	62%	-8%
Math	3	27%	66%	-39%	66%	-39%
Math	4	44%	62%	-18%	65%	-21%
Math	5	56%	58%	-2%	62%	-6%
Math	6	61%	74%	-13%	60%	1%
Science	5	67%	64%	3%	60%	7%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains (both overall-68% -up 7 percentage points and lowest quartile- 62% up 6 percentage points) showed the biggest gains. The actions we took included:
Do Now- grades 1-3 were given a blank addition chart to complete in the times between 7:45-8:00 2-3 times a week. IN grades 3(starting in Jan)-6, were given a multiplication chart.
Sixth grade students were given a calculator to practice throughout the school year.
Students in grades 3-6 were given the math reference page to use as needed (getting used to the information and format)
Students in grades 4-6 took notes in a composition notebook throughout the year.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Third grade ELA proficiency =31%. This was a decline of 3 percentage points.
District 3rd grade ELA proficiency= 65%

Contributing factors include:
New team of teachers- We had 3 teachers Aug-mid Jan. Fourth teacher started in Jan)
Three of the four new to Cambridge, one new to teaching, one international teacher from Brazil, still learning English)

Students struggle with the endurance and complexity of text. we tried to push them using Knowledge Builders and complex questions. We made substantial changes to the check for understanding (much more rigorous/complex). The shift put more demands on the teachers to plan for and try to push the students. We have noticed the difference in the complexity of reading endurance demands of FAST for third graders compared to STAR Reading for second graders. We need to bridge the gap between first grade (highest ELA scores) and second grade and third grade.

Our second graders are the lowest of the primary grades. We need to increase independent reading and tasks in second grade in order for the students to be prepared for reading multiple texts around

the same topic and complex questions.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA dropped 8 % points despite ELA being the main focus of our efforts, classroom walkthroughs, and professional learning opportunities.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade ELA. Cambridge = 31%, Brevard = 65%, State = 62%. We need to tighten the Tier 1 instruction (planning and preparation to include active monitoring during the guided and independent practice portions of the lesson in order to give timely and targeted feedback that will move students toward proficiency.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance: 82 students were chronically absent, missing 10% or more of instructional days.
Number of students with Level 1 on Statewide assessments: 135 students for ELA and 126 for Math.
The number of students with 2 or more EWS= 73

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA (and in particular 3rd grade)
Math
Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Forty-one percent of students in grades 3-6 reached proficiency as measured by 2026 ELA FAST PM3. This was an 8% decrease over the previous year.

Third grade ELA proficiency decreased by 3%. (from 34 to 31%) We will focus on strengthening our Tier 1 instruction to include a strong model through explicit instruction and active monitoring during the guided and independent practice portions of the ELA lessons.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor ELA growth by planning for strong Tier 1 instruction, actively monitoring student progress toward proficiency of the lesson's targeted benchmark, and providing in the moment corrective feedback to students to clear up misconceptions/errors before they become a habit.

We will monitor through the use of daily check for understanding assessments, unit assessments, iReady and UFLI data. The student, classroom teacher and Literacy Coach will monitor along with administration.

Students will monitor their data and set goals in their data binders.

The School Leadership Team will monitor data and discuss ways to adjust for improvement.

Classroom instruction will be monitored using the BPS Walkthrough Tool focusing on explicit Tier 1 instruction, checks for understanding, feedback, and scaffolding.

K-2 classrooms will have 105 minute ELA block to include 30 minute UFLI instruction (monitored using the UFLI Implementation Fidelity Checklist)

Gr 3-6 will include morphology and vocabulary explicit instruction

K-2 will group students based on weekly UFLI data
All grades will include daily fluency practice.

Person responsible for monitoring outcome
Courtney Estes, Gina Tagye, Ann Marie Caporelli, Pam Little

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
Reading proficiency increase in 2025, but declined in 2026, indicating a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula—Benchmark Advance 2026, UFLI, and SAVVAS myPerspectives 2026—provides

the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Coherence and explicit instruction

Person Monitoring:
Leadership Team

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish and communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction (new 105 minute K-2 reading block) using Benchmark Advance 2026, UFLI, and SAVAAS as the first source for instruction. [Expectations based
on FDOE Literacy Instruction Practice Profiles].
Gradual Release (I do, we do, you do)
- Clear modeling and think alouds
- Guided practice with in the moment feedback
- Checks for Understanding (CFU's) with immediate instructional response
- Structured student discourse tied to learning targets/intentions.
• Develop norms for collaborative planning structure with coach/leadership:
o Planning for I Do, We Do, You Do
o Identifying CFUs in advance
o Anticipating student errors and misconceptions.
• Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
• Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency
checks
• Plan and communicate a system of monitoring
o Calendar for collaborative planning
o Coaching cycles
o Use and Calibrate BPS walkthrough tool with leadership team.
Use Title I funds to purchase a year subscription to Accelerated Reader, purchase additional books for the school library, and pay for the annual FAME membership for our Media Specialist. (T)
Use Title I funds to purchase classroom materials to support student engagement (for example dry erase markers and erasers for student whiteboards)(T).
Literacy Coach Actions:
* Support teachers with using explicit instruction and gradual release in daily lessons

• Help K–2 teachers implement UFLI with fidelity, including phonics routines and fluency practice
• Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms (July 2026 training paid for by Title I)
• Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
Teacher Actions (Gen Ed, ESE, ELL):
• Use Benchmark Advance, UFLI (K–2), and SAVAAS as the primary instructional resources to teach Florida State Standards.
• Implement explicit instruction using the gradual release model:
o I Do: Model skills and thinking through clear think-alouds.
o We Do: Guide students through scaffolded practice with teacher support.
o You Do: Provide independent practice with immediate feedback.
• Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
• Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners. ((July 2026 training paid for by Title I)
• K–2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.

Action Step #2
Quarter 2: Refine Active Monitoring practices that leads to next instructional moves

Person Monitoring:
Courtney Estes, Ann Marie Caporelli, Gina Tagye

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Steps:
• Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
• Monitor K–2 UFLI implementation and make sure fluency checks are happening consistently
• Use FAST, i-Ready, and classroom data to check student progress and guide next steps.
• Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1. (intervention materials paid for through Title I-Rewards for example)
• Conduct walk throughs to monitor expectations for explicit instruction established in Q1 and provides feedback on the I Do and We Do.
Title I funds will be used to cover substitutes for half or full day planning with the literacy coach to strength lessons, review data.
ASP funds will be used to support targeted intervention for those at rish students who need to close learning gaps. This can include SWD.
Literacy Coach Actions:
Coach Steps:
Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
• Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release etc).
• Model explicit instruction focusing on clear modeling, think-alouds, guided practice during small-group and whole-group lessons.
• Coach teachers on using CFUs (checks for understanding) and adjusting explicit instruction based on student data.
Teacher Actions (Gen Ed, ESE, ELL):This action requires time for planning and practicing. We will begin this planning with a few grade levels in June 2026 and with all available teachers July 27-30 (T).

* Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
• Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVAAS to strengthen alignment between Tier 1 and Tier 2 instruction.
• Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent
practice, and targeted scaffolds.
• Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
• Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve
instructional coherence.
• Continue daily UFLI implementation [K-2] and use regular fluency checks to monitor and respond to student growth.

Action Step #3
Quarter 3: PM 2 Assessment analysis and intensive targeted instruction

Person Monitoring:
Teachers, Leadership Team

By When/Frequency:
Bi monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Identify instructional gaps using walkthrough and data trends.
• Inspect intervention for connections directly to what students are learning in Tier 1
• Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
*Check that UFLI and fluency routines in K–2 are improving student reading skills
Literacy Coach Actions:
• Model strong explicit instruction in both whole group and small group settings (clear modeling, think-alouds, guided practice).
• Help teachers improve lesson delivery—especially pacing, modeling, and guided practice.
• Coach teachers on using student data during lessons to adjust instruction in the moment.
• Lead collaborative planning conversations on how explicit instruction is impacting student learning.
1. Teacher will review PM 2 data and identify benchmarks not mastered (Teacher/Leadership/Coach Action)
2. Plan for remediation/intensive instruction (Teacher Action)
3. Align iReady lessons to be teacher assigned.Teacher will monitor data and pull small groups as needed for scaffolded instruction. (Teacher Action)
4. Use one format of Standards Mastery as a whole group model (teacher action)
5. Assign the other Standards Mastery as an independent assessment. (teacher action)
6. Monitor data - action step for all together

Action Step #4
Quarter 4 Action Step

Person Monitoring:
Leadership Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Maintain strong Tier 1 whole and small group instruction.
Target remaining gaps using data from Tier 1 instruction.

Continue daily fluency practice and progress monitoring. Provide final push instruction to identified students to fill gaps.
Collaborate across Gen Ed, ESE, ESOL teams to maintain consistent instructional routines, pacing, expectations and supports across learning environments.
Leadership Actions:
Monitor data to see impact of Tier 1 and intervention
Put extra supports in place as areas are identified (focused small groups)
Focus supports on students close to proficiency to maximize learning gains.
Coach Actions:
Provide final feedback and coaching. Model explicit instruction. Practice/rehearse with teachers as needed.
Monitor and Analyze data.
If needed, pull small groups in targeted grade levels for final push instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall gr 3-6 Math proficiency increased by 1% point in 2026. However, our Learning Gains for all students increased 7% points and Learning Gains for the Lowest Quartile increase by 6% points.

This area continues to be an areas of focus because we are well below the state and district averages.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2027, at least 50% of students in grade 3-6 will be proficient on the FAST PM 3 Math Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation Monitoring:
1. Classroom walk through observations weekly using a math look-for tool.
2. Leadership attendance at grade level planning meetings

3. Coaching cycle tracker

Impact Monitoring:
1. FAST Progress Monitoring (PM1–PM3): Review data after each window to track progress toward grade-level and
school wide goals.
2. i-Ready Diagnostics & Standards Mastery (K–6): Monitor student growth and standards mastery to inform instructional
adjustments and regrouping
3. Data Chats: Conduct quarterly reviews of formative and summative data to monitor subgroup progress and identify
students for intervention or enrichment.
4. Tier 1 Fidelity: Monitor data to ensure Tier 1 meets ≥80% of student needs; revise core instruction when benchmarks are not met.

Person responsible for monitoring outcome
Ann Marie Caporelli, Chris McBride, Gina Tagye

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Focus on explicit systematic instruction, and math best practices to strengthen Tier 1 instruction. Incorporate best practices for math instruction such as: • Academic vocabulary instruction • Student discourse / math talk • Problem solving & reasoning • Multiple representations (visuals, manipulatives, symbols) • Scaffolded and spiraled review • Collaborative learning and peer explanations

Rationale:
Strong Tier 1 instruction and intervention will lead to higher student achievement. With only 47% of students in grades 3-6 proficient, gaps in foundational and grade-level math skills require stronger Tier 1 instruction. Explicit, systematic instruction—through modeling, think-alouds, chunking content, gradual release, and frequent checks for understanding—ensures students clearly understand concepts and build skills progressively. Integrating math best practices (e.g., discourse, manipulatives, and multiple representations) deepens understanding while supporting access to grade-level content and addressing unfinished learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Quarter One: Establish Planning Systems and Build Teacher Capacity

Person Monitoring:
Gina Tagye/Ann Marie Caporelli

By When/Frequency:
Nov 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish a structured math planning time for each grade level that includes general education, ESE, and member of leadership team to collaboratively plan: standards-based instruction, math tasks, strategies, manipulatives/visual representations, academic language, and small group instruction (Teacher Table, math learning stations).
• Provide professional learning/non-negotiables on strong Tier 1 elementary math instruction, including: Explicit instruction / Gradual Release, use of manipulatives, math discourse, and visual models. (July preplanning training and materials funded by Title I)
• Launch coaching cycles based on need focused on: Explicit teaching, Modeling and guided practice (“We Do”), Effective use of Teacher Table small groups
• Conduct walk throughs using the Brevard Walk through Tool to monitor implementation of benchmark-aligned instruction and planning coherence.
• Implement systems to use iReady diagnostic data, FAST, and classroom data to form flexible small groups and identify student needs.
After PM 1, meet with teachers individually to review data and discuss plans for instruction. Will meet again after PM 2.
Coach Actions:
Facilitate and participate in collaborative planning and practice delivering the model with teachers.
Facilitate Oct 9 Early Release Professional Development: Using Strategic Questioning to Build Mathematical Understanding
Support Teachers in data analysis and developing plans for instruction.
Teacher Actions:
• Participate in collaborative planning to effectively deliver lessons with standards-aligned instruction, aligned math tasks, strategies, manipulatives/visual representations, academic language, and small group instruction (Teacher
Table, math learning stations).
• Participate in professional learning/non-negotiables and implement strong Tier 1 math instruction.
• Engage in coaching cycles by implementing explicit teaching, modeling, guided practice (“We Do”), and effective use of Teacher Table small groups, while applying feedback to improve instruction.
• K-2 Teachers: Implement Daily Number Routines
• 2nd – 6th Teachers: Implement iReady Fluency Flight
• Administer baseline formative assessments to identify skill gaps
• Collaborate with ESE teachers to plan and provide targeted small-group instruction aligned to core lessons.

Action Step #2
Quarter 2: Refining our practice-Active Monitoring that leads to critical instructional next moves

Person Monitoring:
Gina Tagye, Ann Marie Caporelli, Chris McBridge

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:
• Strengthen team planning by requiring rehearsal of explicit instruction (modeling, think-alouds, guided practice) and aligned lesson plans with planned checks for understanding for whole and small group. ESE Teacher
participates in team planning.
• Calibrate observations and feedback among the leadership team to ensure consistent expectations for high- quality Tier 1 instruction,
• Coaching cycles will be shorter (weekly touch points) based on needs identified related to explicit instruction with follow-up observation to see evidence of change in practice.
• Document, using the Brevard Walk through Tool, evidence of high-quality implementation of explicit instruction and facilitate peer observations of strong Tier 1 instruction.
• Use iReady and formative assessment data to monitor implementation and ensure alignment across Tier 1 and intervention instruction.
Teacher Actions:
Rehearse explicit instruction (modeling, think-alouds, guided practice) during team planning and produce aligned lesson plans with intentional checks for understanding for whole and small group.
Regularly analyze i-Ready, FAST, and formative data to refine flexible grouping, adjust instruction, and provide targeted re-teaching and enrichment aligned to identified student needs.
Teachers will actively monitor students during guided practice and make critical next instructional steps:
1. If most students do not have the skill/concept, go back to whole group instruction.
2. If some kids have it and some do not, move those who have it into independent practice and the other students to small group instruction with preplanned scaffold support.
3. If 80% or more students have the skill, move into independent practice and actively monitor, ready to provide corrective feedback that leads to self correction.
Coach Actions:
Facilitate and participate in collaborative planning and practice delivering the model with teachers.
Support Teachers in data analysis and developing plans for instruction.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
• Prioritize and align resources available to support students to get Learning Gain/Proficiency.
Support teachers with PM 2 Data Analysis and developing a plan for adjustments to instruction for second semester.

Action Step #3
Quarter 3 Action Step: Data driven adjustments

Person Monitoring:	**By When/Frequency:**
Leadership Team, Chris McBride	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Disaggregate PM 2 data by student and standards and develop a plan for targeted reteaching standards.
Utilize Standards Mastery, remediation lesson slides to reteach.
Monitor student progress with Standards Mastery, Teacher Assigned iReady Lessons.
Collaborate with grade level team: What is working or not?
Come to meetings prepared with ideas or questions to streamline agenda.
Monitor impact of the Tier 1 model during guided or independent practice. (track your own data)
Leadership Actions:

Use mid-year data to evaluate instructional effectiveness by analyzing proficiency, learning gains, and subgroup
progress to identify strengths and gaps in Tier 1 instruction.
• Prioritize and align resources available to support students to get Learning Gain/Proficiency.
• Ensure team planning includes adjustment of instructional pacing and priorities based on data, and that
instruction incorporates targeted scaffolds and aligned interventions for students not yet mastering priority
benchmarks.
• Provide targeted professional learning refreshers focused on refining explicit instruction (modeling, think-alouds, gradual release, CFUs) to improve instructional precision and student understanding.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but
also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Coach Actions:
Facilitate and participate in collaborative planning and practice delivering the model with teachers.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
• Prioritize and align resources available to support students to get Learning Gain/Proficiency.

Action Step #4
Quarter 4 Action Step: Monitor and Adjust

Person Monitoring:
Leadership Team, Chris McBride

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Monitor student data regularly to identify "Bubble Students" who are close to proficiency.
Provide targeted small group instruction focused on closing the skills gaps for these students
Monitor their progress using Standards Mastery, Exit Tickets, Teacher Assigned
iReady Lessons.
Coaching Actions:
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Facilitate collaborative planning and professional learning
Provide modeling, coaching on effective strategies to accelerate learning for the "Bubble Kids"
Support teachers in identifying final "touch ups"- which benchmarks do we need to hit again to support students prior to PM 3.
Leadership Actions:
Facilitate ongoing progress monitoring data chats with teachers
Monitor progress and instructional impact through walkthroughs and professional learning to ensure adjustments are resulting in increased proficiency.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Conduct end-of-year review of math proficiency, learning gains, and subgroup student progress.

Action Step #5
Full Year Actions

Person Monitoring:
Leadership Team

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Do Now- addition or multiplication chart completion as do now from 7:45-8:00 at least twice a week
Grade 4-6 will implement Math Notebooks- students will take notes (example problem solving strategies, vocabulary) daily. This notebook will be used a reference, increasing independence)
Grade 6 students will use calculators from Day 1 to ensure proper usage
Grades 3-6 will use Math reference sheets from Day 1 so students are familiar
Teachers will teach test taking strategies such as looking for key words, marking up the questions and answers to prove their answer.
Grades 1-6 will implement vertical whiteboard, small group problem solving to include student discourse.
All classes will:
utilize the 3 Read model for word problems
explicitly teach academic vocabulary with gestures to remind students

Action Step #6
July 2026 Preplanning (T)

Person Monitoring:
Tagye, Caporelli

By When/Frequency:
July 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will use Title I funds to pay available teachers for additional professional development and collaborative planning time July 27-30, 2026.
Plan for Error
Active Monitoring
Teacher Action: actively participate in professional learning, collaborative planning and practice delivering the modeling.
Leadership and Coach Actions: Prepare and facilitate Professional Learning

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Federal Index score for 2025-26, students with disabilities (SWD) at Cambridge= 39%.
2026 FAST Results for SWD:
13% ELA proficiency 61% ELA Learning Gains 72% of Lowest quartile made Learning Gains

18% Math proficiency, 48% Math Learning Gains, 44% of the Lowest Quartile made learning gains

Ensuring that SWD have consistent access to grade level instruction and targeted supports is essential to closing learning gaps.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our SWD federal index will improve from 38% to at least 41% on the 2027 statewide assessments through improved instructional access, targeted
interventions, and inclusive teaching practices

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation of this Area of Focus will be monitored through regular administrative walkthroughs and collaborative planning documentation to ensure fidelity to aligned and inclusive instructional practices. All Resource and ESE teachers will attend collaborative planning. During planning, teams will ensure instruction is cohesive so that whole group, small group, and resource instruction are aligned and connected, creating a smooth instructional flow rather than fragmented experiences for students.
Teachers will receive feedback aligned to the walkthrough tool, with an emphasis on scaffolding, differentiation, and Science of Reading practices.
Impact will be monitored through ongoing analysis of progress monitoring data (i-Ready, FAST) every six weeks to track student growth. Monthly data chats will focus on SWD subgroup performance, to guide instructional adjustments. IEP progress will be reviewed quarterly to ensure students are meeting individual goals. Mid-year and end-of-year data will be used
to measure progress toward the goal of increasing proficiency to at least 41% by May 2026.
Adjustments to instruction, intervention, and professional development will be made based on data trends and evidence of student progress.

Person responsible for monitoring outcome

Stacey Claridge, Evelyn Ziccardi, Gina Tagye, Ann Marie Caporelli

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Explicit instruction through co-tezching and support facilitation with fidelity to ensure SWD have consistent access to grade-level instruction. Instruction will emphasize clarity and coherence through clear learning intentions, success criteria, explicit modeling, and scaffolded supports developed through collaborative planning between Gen Ed and ESE teachers.

Rationale:
Explicit instruction combined with effective co-teaching provides clear expectations, modeling, and scaffolded support while maintaining access to grade-level content. This coordinated approach helps under-performing students strengthen comprehension and problem-solving skills, leading to improved proficiency and learning gains in ELA and Math. Student progress will be tracked using i-Ready, FAST, formative assessments, IEP progress reports, and subgroup performance data to ensure movement toward the measurable goal of increasing SWD proficiency to at least 41% by May 2027.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Align scheduling for ESE resource teachers to be in class during Tier 1 ELA and Math Instruction and ensure for strong Tier 1 supports. Schedule facilitator for Coteaching Best Practices for Gen Ed and ESE resource teachers for July preplanning.

Person Monitoring:	**By When/Frequency:**
Calridge, Ziccardi, Caporelli, Tagye	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Participate in July, July, August professional learning on explicit instruction, co-teaching, active monitoring with corrective feedback.
Deliver standards-aligned instruction with IEP accommodations and scaffolds.
Implement cohesive lesson planning across Gen Ed, ESE, and Resource to support instructing SWD. Use baseline data to create targeted small groups for SWD.
Use FAST data to drive instruction (identify weak benchmarks and plan targeted intervention)
Instructional Coach:
Begin coaching cycles focused on explicit instruction.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Leadership Actions:
Align scheduling for ESE resource teachers to be in class during Tier 1 ELA and

Math Instruction and ensure for strong Tier 1 supports.
Schedule facilitator for Coteaching Best Practices for Gen Ed and ESE resource teachers for July preplanning.
Deliver targeted professional learning refresher during July preplanning on high leverage practices such as explicit instruction, active monitoring with corrective feedback, co teaching
model.
Train faculty on accessing FAST reports and using the data to inform instruction.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.

Action Step #2
2nd Quarter – Strengthen Data-Driven Instruction for SWD

Person Monitoring:
Claridge, Ziccardi, Caporelli, Tagye

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Implement co-teaching and support facilitation with SWD in core classes.
Adjust instruction and small groups based on SWD progress monitoring data.
Maintain alignment across whole group, small group, and resource instruction.
Provide targeted supports to address SWD skill gaps.
Leadership Actions:
Monitor PLCs and data chats with a focus on SWD progress.
Monitor fidelity of co-teaching and support facilitation through walkthroughs, observations and feedback.
Review intervention effectiveness for SWD.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Coach Actions: Coaching cycles focused on explicit instruction and scaffolded supports.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.

Action Step #3
3rd Quarter – Intensify Interventions for SWD

Person Monitoring:
Claridge, Ziccardi, Caporelli, Tagye

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Intensify small group and targeted instruction for SWD based on mid-year data.
Adjust supports to ensure progress toward IEP goals.
Collaborate (Gen Ed and ESE teaches) to refine lesson scaffolds, explicit instruction and gradual release.
Leadership Actions:
Conduct mid-year review of student data for SWD. Create an action plan for using all hands on deck to achieve proficiency and learning gains for SWD.

Data chats-meet with each classroom teacher to discuss
Provide feedback on lesson clarity and differentiated supports.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Coach Actions: Coaching cycles focused on explicit instruction.
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.

Action Step #4
4th Quarter – Maximize SWD Growth and Close Gaps

Person Monitoring:
Claridge, Ziccardi, Caporelli, Tagye

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Target remaining SWD skill gaps using data.
Reflect on instructional practice and student growth in PLCs. Share best practices.
Identify persistent gaps and priority areas for intervention next year.
Leadership Actions:
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.

Provide final feedback and instructional support. Evaluate effectiveness of co-teaching, support facilitation and coherence strategies.

Analyze end-of-year SWD data to evaluate goal attainment.

Plan refinements to master schedule, PLC structures, and collaborative planning for next year.
Coach Actions:
• Conduct focused walk throughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Analyze end-of-year SWD data to evaluate goal attainment.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

5th grade proficiency was 69% on the Science State Assessment in May 2026 compared to 67% for Brevard Public Schools.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, the percentage of 5th grade students scoring Level 3 or above on the Science State Assessment will increase 4% from 69% to 73%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assessment Data: We will us Penda assessments and other assessment data to monitor student progress and guide Tier 1 adjustments.

• Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the Science block.

• Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 core classrooms to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Ann Marie Caporelli Gina Tagye

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Daily instruction includes explicit vocabulary instruction and close reading of complex texts.

Rationale:

A focus on explicit instruction is the best fit for a Title I school because explicit instruction ensures students are taught skills in a clear, structured way with modeling, guided practice, and consistent feedback rather than being expected to learn independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1 Action Steps

Person Monitoring:
Ann Marie Caporelli and Gina Tagye

By When/Frequency:
throughout the quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish clear expectations for Tier 1 ELA instruction
• Conduct professional learning with teachers focused on explicit instruction strategies.
• Develop and implement instructional non-negotiables (e.g., gradual release, daily modeling, guided practice, checks for understanding, and student talk).
• Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
Pay for a yearly subscription for our teachers to be able to use the GlowForge resources for the laser printers (T).
Teacher Actions:
* Use district provided resources with fidelity including PENDA
• Teach using gradual release and make sure students get daily modeling, think alouds, guided practice, and feedback
•Plan for and provide learning opportunities at the Brevard Zoo School (T)
Our STEM teacher will receive training (paid for by Title I) for Power Up Modules to be used in grades 2-6 in the STEM lab. Additional modules will be purchased during the school year (T).

Action Step #2
Quarter 2 Action Steps

Person Monitoring:
Ann Marie Caporelli Gina Tagye

By When/Frequency:
throughout the quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Action Steps:
• Do walkthroughs to see if curriculum and instructional non-negotiables are being used consistently.
• Run structured data meetings where teachers look at student data together and making a plan for next instructional steps
Teacher Actions :
• Use standards-aligned curriculum materials in both Tier 1 and intervention.
• Plan for explicit instruction routines (I Do, We Do, You Do)
• Use explicit instruction daily, including modeling, guided practice, and independent practice.

Action Step #3
Quarter 3 Action Steps

Person Monitoring:
Ann Marie Caporelli Gina Tagye

By When/Frequency:
throughout the quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:
• Identify instructional gaps using walkthrough and data trends.
• Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
Schedule for the Orlando Science Center Family Night (T).
Teacher Actions:
Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or
enrichment) to target those needs.
• Strengthen modeling by breaking skills into clear steps, using think-alouds to show the thinking process, and guiding
students through practice before independent work.
• Follow curriculum closely to ensure Tier 1 and intervention teach the same skills with consistent language, pacing, and
routines.

Action Step #4
Quarter 4 Action Steps

Person Monitoring:
Ann Marie Caporelli Gina Tagye

By When/Frequency:
throughout the quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
Review data to see overall trend and progress toward proficiency.
Focus on bubble students close to proficiency.
Teacher Actions:
Review latest benchmark analysis to identify students that need final touch ups on benchmarks previously taught and make a plan of action for instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although our 2025-26 average daily attendance rate did increase slightly (1% point), we have not reached our goal of at least 95% ADA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Our 2026-27 average daily attendance will improve to at least 95% for the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our leadership team meets weekly to monitor and discuss a variety of data including attendance. Mrs. Ziccardi, school counselor, will work with teachers and families to address attendance concerns. During our Leadership Team Meetings, she will bring the students with the biggest concerns to the group to discuss/brainstorm.

Person responsible for monitoring outcome

Evelyn Ziccardi, Pam Little

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Early Warning Systems

Rationale:

The Early Warning Systems model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening student persistence and progress in school and ultimately improving on-time graduation rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1: Building a Culture of Attendance

Person Monitoring:

Principal, Asst. Principal, Counselor, Social Worker

By When/Frequency:

bi monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Team

• Launch the BPS Attendance Challenge and communicate attendance expectations to students and

families.
Launch RCA House System, use Title I funds to pay for all staff to attend Ron Clark presentation Aug 3.
Use Title I funds to pay for RCA House app. (Positive relationships, academic success leads to increased attendance)
• Review beginning-of-year attendance data and identify students with historical attendance concerns.
• Establish attendance monitoring protocols and assign attendance review responsibilities.
• Conduct monthly attendance reviews and initiate bi-weekly monitoring for at-risk students.
• Begin IPST referrals for students demonstrating attendance concerns.
• Develop attendance incentives and recognition systems for classrooms and individual students.
• Communicate available school and community resources to families.
Teachers
• Establish classroom attendance expectations and discuss the connection between attendance and academic success.
• Monitor daily attendance and promptly communicate concerns to families and administration.
• Build positive relationships with students and families to encourage consistent attendance.
• Participate in attendance problem-solving discussions and IPST meetings as needed.
• Recognize and celebrate positive attendance habits within the classroom.
• Document communication efforts and attendance concerns for students demonstrating patterns of absenteeism.

Action Step #2
Quarter 2: Strengthening Family Partnerships and Removing Barriers

Person Monitoring:
Principal, Counselor, Social worker, Elementary Specialist (T)

By When/Frequency:
as needed, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team
• Review attendance trends monthly and identify students approaching chronic absenteeism thresholds.
• Facilitate family conferences and IPST meetings for students with attendance concerns.
Use Title I Funds to pay for Parent Powered Subscription that sends weekly texts to families geared toward the student's age- tips for working at home together, developing positive habits for success.
• Connect families with community resources, transportation support, counseling services, or other available interventions as appropriate.
• Monitor effectiveness of attendance interventions and adjust support plans as needed.
• Continue schoolwide attendance awareness campaigns and attendance challenge activities.
• Share attendance data and progress updates with staff regularly.
Teachers
• Maintain ongoing communication with families regarding attendance concerns.
• Participate in family conferences and IPST meetings when requested.
• Encourage student goal setting related to attendance.
• Provide opportunities for students to remain connected to classroom learning when absences occur.
• Monitor engagement and participation of students returning from frequent absences.
• Reinforce attendance expectations and celebrate improvements.

Action Step #3
Quarter 3: Intensifying Supports and Monitoring Progress

Person Monitoring:

By When/Frequency:

Principal, Counselor, Social Worker, Elementary Specialist (T), Asst Principal monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team
• Analyze midyear attendance data to evaluate progress toward the school goal.
• Conduct bi-weekly attendance reviews for students identified as chronically absent or at risk.
• Intensify IPST supports and individualized attendance plans for students demonstrating limited improvement.
• Monitor implementation and effectiveness of attendance interventions.
• Collaborate with district and community agencies when additional support is needed.
• Recognize students, classrooms, and grade levels demonstrating attendance growth.
Teachers
• Continue proactive communication with families of students exhibiting attendance concerns.
• Implement classroom engagement strategies that increase students' connection to school.
• Participate in attendance intervention planning and progress monitoring discussions.
• Monitor attendance improvement goals with students.
• Provide encouragement and support to students working to improve attendance.
• Celebrate attendance success and growth.

Action Step #4
Quarter 4: Evaluating Impact and Sustaining Positive Attendance Habits

Person Monitoring:
Principal, Asst. Principal, Social Worker, Counselor, Elementary Specialist (T)

By When/Frequency:
biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team
• Review end-of-year attendance data and evaluate progress toward reducing chronic absenteeism.
• Assess the effectiveness of attendance interventions, family outreach efforts, and the BPS Attendance Challenge.
• Identify successful strategies and areas for improvement.
• Celebrate student, classroom, and schoolwide attendance accomplishments.
• Develop recommendations and action steps for the 2027–2028 school year.
• Share attendance outcomes with staff, students, and families.
Teachers
• Continue monitoring attendance and supporting students through the end of the year.
• Recognize and celebrate students demonstrating improved attendance.
• Participate in reflection activities regarding attendance supports and interventions.
• Share successful family engagement and attendance strategies with colleagues.
• Assist with transition planning for students who may continue to need attendance supports in the following school year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our SIP is available in the front office (hard copy) and upon request. It is also posted our our website and a link in our newsletter.

After each STAR/FAST progress monitoring period, a State of the School presentation is shared in a faculty meeting and with stakeholders in a SAC meeting

School Webpage: https://cambridge.brevardschools.org/o/ces
Newsletters are distributed digitally via focus and posted on our website.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

We know and believe that our partnership with families and community members is imperative to our students' success. We plan to continue to develop positive relationships through communication, through family engagement events, and beginning this school year, through our introduction of the RCA House System.
During our Annual Title I meeting and Open House, we will seek input from families. In SAC, we will

seek input from team members. During staff meetings, we will seek input from staff members.

Our PFEP will be available on our school website once complete. A hard copy will be available in the front office. This plan is translated into family's home languages based on our home language report (Spanish). This includes hosting family engagement events with a focus on strategies to support learning at home and methods of keeping families informed of student progress throughout the school year.

We will host Family Engagement Nights focusing on ELA, Math, and Science (T). Things like fees for Orlando Science Center programs, take home STEM kits, math and reading materials to support at home learning.

We will pay for Leader in Me student membership, materials, coaching, and professional development/training as well as Ron Clark Academy House professional development and App (T) to continue our implementation.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We will hire an Elementary Specialist who will support both academically and with discipline. (T) We will employ a paraprofessional to work with students during grade level reading intervention (T).

Our K-2 classrooms will increase their reading block from 90 to 105 uninterrupted minutes. During that block UFLI (T) will be implemented to strengthen foundational literacy skills.

We will use Title I funds, in addition to district Academic Support Funds, to pay teachers to provide after school or Saturday tutoring. (T)

Fifth grader students will attend Zoo School (T) in Sept and Oct 2026 to support Science instruction (program and transportation fees).

Student field trip admission and transportation will extend and strengthen our academic program as well. (T)

Professional Development: We will use Title I funds to pay for substitute to allow for collaborative planning (T) during the school day.

Summer 2027 work will include paying teachers and our Assistant Principal to participate in CNA (T), teacher trainings in July 2026 and June 2027. We also plan to pay for conference registration and travel expenses for administrators and teachers to attend the Summer Literacy Institute and Ron Clark Academy trainings. (T)
Professional Development dues and fees (T) funds will be spent on books, supplies, Teach Like a Champion online subscription, professional affiliations/ organizations for administrators and media specialist (FAME).

Technology: We will pay for a subscription for Glowforge for 2 teachers (T). This online subscriptions works with our laser printers and offers students with STEAM opportunities. We will also dedicate funds for supporting students classroom computers and tech related supplies (T).

Materials and Supplies (T) will be purchased for the work of our SIP.

Library: SSYRA books (T) will be purchased to provide our media center with copies of suggested, vetted, grade level appropriate books.

Postage: We will purchase postage for the purpose of communication with families.(T)

We will continue to use Title I funds to bring in Leader in Me consultations for teacher professional development. We will also use Title I funds to train teachers and administrators in Ron Clark Academy House System and strategies for academic acceleration (T).

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our school improvement plan utilizes federal, state, and local services, resources, and programs collaboratively to ensure all students can meet challenging state standards. Student Services and FLDRS provide instructional support services to students, families, and teachers of students with exceptionalities. Title IX.McKinney Vento provides support and services to families like school supplies, tutoring, counseling, and transportation for our families in transition. Title II provides instructional support for our ELL students and translation opportunities for families. Through Title II,

professional development and training is provides to our staff to improve instructional practices. In collaboration with the Early Learning Coalition of Brevard, we host Head Start VPK at our school for three and four year olds. This is a free program to prepare students for Kindergarten and build the foundation for school success.

(Head Start, Free and Reduced Lunch, Title I, Title III, Eckerd Prevention Services, After School Programs)

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Cambridge has a full time school counselor and a part time social worker. These professionals can support students with facing challenges, fostering resilience, managing emotions, and developing interpersonal skills in both individual and group settings.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Sixth grade students have an Advisory Block in their schedule. Cocoa Jr./Sr. High schools visits Cambridge to speak with sixth grade students, answer questions about Middle School and classes/ programs offered, and begin the scheduling process.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Cambridge uses a Mutli-Tiered System of Support (MTSS)- an evidence based framework that integrates both academic and behavioral instruction and intervention. Using data-driven problem solving, we deliver support at varying levels to meet the diverse needs of students.
We implement Leader in Me, based n Franklin Covey's 7 Habits of Highly Effective People, to help develop leadership, goal setting with follow through. For 2026-27, we will implement the Ron Clark Academy House System to develop a sense of belonging, teamwork, and leadership that will strengthen our school climate.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We believe teacher retention is improved when educators feel supported in their development professionally and personally.
We will meet twice weekly to plan, prepare, and practice for our Tier 1 lessons. We will use Active Monitoring as a planning and preparation tool and data collecting to ensure effective strong Tier 1 instruction is provided and if students are not "getting it" we know immediately and can provide further instruction or scaffolding before moving on.
All staff will receive Year 2 Leader in Me Training.
Instructional staff will participate in 8 Early Release Friday Professional Learning.
Year 1 and 2 New teachers will participate in monthly Mentoring sessions with a focus on Practicing Delivering Tier 1 Model effectively, Active Monitoring, and class management.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

We will offer a Kindergarten Day in July before school begins for incoming students to experience what to expect. In April each yer, we have a Kindergarten Signing Day, where incoming Kindergarten students and their families participate hands on Kindergarten literacy, math, science activities, meet our Kindergarten team and other staff members. Families are provided with some take home materials to support their transition from PreK to Kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Professional Learning opportunities and facilitator: Scheduling, collaborative teaching practices, explicit instruction, coherence

Most students with disabilities spend the majority of their school day in the general education classes. classrooms. As a result, core instruction provided by the general education teacher must address the diverse learning needs of all students. ESE resource teachers push into the general education classes and deliver the majority of their support in class rather than pulling students our for separate instruction.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

In 2026, our SWD dropped on the Federal Index form 43% to 39%

We will use our professional development opportunities (July preplanning Title i funded, August Early Release PD, Aug preplanning) to teach explicit instruction and coherence and the impact this has on teachers working in the same direction and on students: same instruction no matter the location. String Tier 1 instruction will impact all students. In our case, we need to increase proficiency and learning gains for students with disabilities.

Resources to support:

Collaboratively planned slide decks for ELA and Math. for coherence across programs and instructional locations/groupings.

UFLI to support foundational skills -key predictors of reading success.

ESE Teachers and Parapprofessionals

Assessments and data (FAST/STAR, iReady, Benchmark/SAVVAS, Reveal, EdGems)

Timeline:
Month 1: Initial KLS (Kindergarten), iReady, Fluency, PM 1

Quarter 1:
Full implementstion of UFLI with monitoring and feedback (grades K-2)
Implement reading Tier 2 and 3 interventions week 2 of school. Collect OPM data weekly. Create PMPs and monitor data.

Quarters 2-4:
Continue to monitor UFLI implementation, using data to form small groups. (Gr K-2)
Monitor Progress using ongoing assessments to track growth.
Adjust plans as needed based on student progress, ensuring targeted support with a focus on continuous assessment and adjustment, aiming to close reading gaps.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00